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ABSTRACT

Questionnaires were completed by 85 high school administrators, 87 high school special education teachers, and 203 general education teachers; and interviews were conducted with 48 special education students. Data are presented according to each sample group. Special education teachers responded to questions on such issues as courses taught, program effectiveness, desired class size, and specific strategies within the district related to mainstreaming. General education teachers voiced their perceptions of mainstreaming success, adequacy of support services, need for extra time to accommodate mainstreamed handicapped students, and effects of mainstreamed students on quality of instruction. Administrators responded to questions regarding their degree of responsibility in high school special education programs, time devoted to special education activities, and ranking of inservice topics. Students were asked about their experiences in regular classrooms, difficulties with other students, and suggestions to improve the special education program. Nine conclusions were drawn including the need for increased training in high school teaching for special education teachers assigned to high school positions, the importance of written goals and objectives for the secondary special education program, and the role of special education teachers in facilitating the acceptance of mainstreamed students. (Sample questionnaires are appended). (CL)

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A Description and Analysis of High School Special Education Programs As Perceived By Administrators, General and Special Education Teachers and Special Education Students

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February, 1982

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SUMMARY

Written questionnaires were distributed to special education teachers, general education teachers and administrators from local districts within the Oakland Schools Intermediate District. Personal interviews were conducted with high school special education students. The study contains data detailing various characteristics of high school special education programs and perceptions of the programs by the above groups.

Based on their interpretation of data from the study, the authors developed the following implications:

1. Training in high school teaching for special education teachers assigned to high school positions should be increased.
2. Systematic procedures for the initial placement and ongoing support of mainstreamed students should be employed in all local districts.
3. Written goals and objectives for secondary special education programs should be available in every district.
4. Alternatives to the educational model in which special education teachers teach specific classes for course credit should be considered.
5. Planners of high school special education programs should strive to provide adequate vocational training opportunities for students and to minimize required paperwork for teachers.

6. A county-wide professional association for high school special education teachers should be formed.
7. Procedures should be developed to minimize the amount of extra teacher time required for general education teachers to accommodate mainstreamed students.
8. Systematic supportive services for general education teachers with mainstreamed students should be provided.
9. High school special education students should be invited to attend their own IEPC.

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PURPOSE

The passage of Federal and State Mandatory Special Education laws in recent years has resulted in a dramatic expansion of secondary special education programs. Three categories of rapid growth have been the programs for the Emotionally Impaired (EI), Learning Disabled (LD), and Educable Mentally Impaired (EMI). At the time this study was conducted, there were 141 (EI, LD, EMI) active teaching professionals in high school special education within the 28 local districts comprising Oakland Intermediate School District (ISD). These programs were located in 43 high schools. As recently as 1976 there were only 63 such filled positions in the Oakland ISD.

As frequently occurs with rapid program expansion, there are a variety of strategies being employed to deliver special education services at the high school level. The programs developed to deliver these services vary in teaching methods, curriculum, educational goals, scheduling logistics, methods of mainstreaming, educational materials and other programmatic variables.

There is a paucity of research information describing secondary programs. Most programs were usually launched with no clear goals or objectives to guide and assist program planners. Many of the teachers had received no secondary training, though they were certified to teach Special Education K-12. Due to rapid growth, lack of goals, and inadequate teacher preparation, programs were diverse. Most categorical workshops or

inservice training programs were targeted for elementary teachers. The secondary teachers had no appropriate group organization to exchange ideas, techniques, etc. An illustration of this diversity and program isolation was provided during the development of research instruments. Five teachers from five different districts were invited to help develop the questionnaire instruments. This group struggled for three days designing a data collection method to adequately describe a secondary special education teacher's occupational functions, including program characteristics and modes of teaching. The five teachers appeared to be operating five differing programs with little commonality between them.

Such diversity in educational practices can be advantageous in the initial developmental stages of new programs. Implementation of new programs can result in creative approaches leading to effective educational procedures. However, the development of promising new educational practices has little value unless such practices can be described, documented and shared with other professionals. This study was planned to provide some useful information for the development or modification of secondary special education programs.

Public schools have witnessed an increased emphasis being placed on the accountability of special education programs and services. This demand for accountability requires decision makers to examine at least four areas of programming: 1) cost efficiency, 2) delivery system, 3) degree to which original program goals are attained, and 4) meeting the individual needs of students. This research project was designed to collect reliable information for the last three areas. Since these three areas require judgments from the program planners (directors, superintendents, principals, committees, etc.) the methods employed in this

study were those of a process evaluation/descriptive evaluation. This method is limited because no program, technique or system can be compared with another on a statistical basis and then pronounced "better." Instead, a process evaluation collects information to allow the decision maker to make judgments in the following three areas:

1. Whether a program was actually implemented as planned.
2. If and why a program has failed to reach its goals.
3. If there are negative side effects which might require program modification.

Specific purposes of this study included: 1) document inservice needs for the population surveyed, 2) differentiate various program models, 3) establish a baseline of information for comparison with future studies, 4) identify the local districts' program goals and objectives, 5) compare attitudes, perceptions, awareness, etc. between various professional groups within the education agencies, 6) collect demographic data relative to three special education categories (EI, LD, EMI) in high school programs, 7) survey professionals regarding their opinions of the strengths and weaknesses of the programs, and 8) obtain perceptions from students in the programs regarding various aspects of the programs.

REVIEW OF THE LITERATURE

An ERIC (Educational Resources Information Center) search was conducted in an attempt to locate previous studies comparable to this research. No studies involving a process evaluation of secondary special education programs were located.

An article entitled *Principles and Procedures of Program Evaluation: An Overview* (Maher and Kratochwill, 1980) served as a guide to the authors in designing this research. The reader interested in the general principles underlying the conduct of a process evaluation can consult the Maher and Kratochwell (1980) article.

There are numerous articles in the literature that discuss secondary special education, but none of the studies reviewed provided a data base for comparative purposes with the current study. The reader interested in a general discussion of issues in secondary school special education is referred to the report edited by Jordan (1978) and entitled *Exceptional Students in Secondary Schools. A Report from the CEC Invisible College on Learning and Behavioral Problems of Handicapped Students in Secondary School Programs.*

METHOD

The Oakland ISD constituent local school districts have a current public school enrollment of approximately 191,000 children (K through 12). Oakland County is located directly north of Detroit, Michigan and is primarily a suburban-residential area. Socio-economic groups in Oakland County include the full range from the very wealthy to very poor, but the majority of families are in the middle or upper middle class.

Data reported in the study were obtained through the use of questionnaires prepared by the authors. These questionnaires were prepared with the assistance of five special education teachers and four directors of special education who volunteered to assist in working on this phase of the study. All the data were collected in the Spring of 1981.

The following questionnaires were employed:

1. Special Education Teacher's Questionnaire
2. Special Education Student's Questionnaire
3. General Education Teacher's Questionnaire
4. Administrator's Questionnaire

The appendix (see Appendix A) contains copies of each of the questionnaires. All questionnaires were designed to contain no identifying information to relate the completed questionnaire to an individual or a particular school district. All respondents to questionnaires were informed that their responses were voluntary and would be kept confidential.

The Special Education Teacher's Questionnaire was mailed to every high school special education teacher (141) in the Oakland Intermediate School District (ISD) whose teaching program was described as for the Learning Disabled, Emotionally Impaired or Educable Mentally Impaired.

The Administrator's Questionnaire was mailed to 39 directors and supervisors of special education programs in the 28 local districts contained in the Oakland ISD. Each director in the 28 local districts received a questionnaire and each supervisor of special education in the 11 districts having such a position also received a questionnaire.

The Administrator's Questionnaire was also mailed to 119 high school principals and assistant principals. This sample included every high school principal and assistant principal in the Oakland ISD.

The General Education Teacher's Questionnaire was distributed to 215 general education high school teachers. These questionnaires were distributed by sending five questionnaires to each of the 43 high schools in the Oakland ISD. The five questionnaires were mailed to each high school principal for distribution. In an attempt to obtain a random distribution of the questionnaires, the principals were asked to give a questionnaire to every fifth name on their official staff roster until all five questionnaires were distributed. In cases where the person so selected was not available (due to illness, leave, etc.) the principal was asked to go to the next name on the roster list.

The Special Education Student's Questionnaire was completed with 48 special education students by conducting personal interviews at the student's school. Interviewers completed the questionnaires based on student's verbal responses to verbally presented questions. Three

interviewers were used, the authors of the study and a colleague. Each interviewer was experienced in working with high school special education students and conducting interviews. The interviewers met on several occasions to discuss the interview questionnaire and to agree on techniques to be used in the interviews.

Six high school special education students were interviewed from each of eight high school programs located in eight different school districts. The programs used for student interviews were selected primarily on the basis of teacher and administration willingness to cooperate and the availability of interview space. Students within each of the programs were not selected for interviews by any systematic methods. The teachers asked for volunteers from among students who were in the special education rooms at the time the interviewer was available. Students were advised that their cooperation was voluntary, that they could refuse to answer any questions, and that their responses would not be personally identified. The authors consulted with persons knowledgeable in the area of privacy rights regarding the student questionnaire and the interview methods used. It was the opinion of these persons that the procedures employed did not violate student rights.

RESULTS

Special Education Teacher's Questionnaire

The Special Education Teacher's Questionnaire was distributed to 141 teachers in high school special education programs. Eighty-seven of the questionnaires were completed, a return rate of 62%.

The following results were obtained from the responses of the 87 high school special education teachers. The results are numbered to correspond with question numbers on the questionnaires.

Question # 1 Respondents ranged in age from 22 to 63, with a mean age of 35. Their median age was 32.

Question # 2 The sample contained 64 women (74%), 22 men (25%), and one person (1%) who did not report gender.

Question # 3 Certification for teaching specific handicap areas was reported by the teachers as follows: 31 Emotionally Impaired, 34 Learning Disabled, 39 Educable Mentally Impaired, and 10 in other categories. The numbers total more than 87 since some teachers are certified in more than one category.

Question # 4 Certification as a teacher-consultant was reported as follows: 58 yes (67%), 27 no (31%), and 2 no response (2%).

Question # 5 Three teachers reported servicing more than one high school.

Question # 6 Experience in teaching special education high school programs ranged from 1 to 30 years with a mean of 4.7 and a median of 3. Total years of teaching experience ranged from 1 to 30 years with a mean of 9.5 and a median of 8.

Question # 7 Regular secondary certification was reported by 28 (32%) of the teachers, while 59 (68%) reported no regular secondary certification. The 59 teachers who do not have regular secondary certification were asked whether they received any training, inservice or formal courses in specified areas prior to their teaching in the high school special education program. They responded as shown in Table I.

Table I

Teacher Training Prior to High School Placement
Among Special Education Teachers Without Secondary Certification

Areas of Training	Teacher Responses (N=59)	
	Training	No Training
Special Education Instructional Materials	37	22
Classroom/Group Management Techniques	30	29
Tutoring or Remedial Techniques	28	31
Student/Individual Management Techniques	27	32
Academic Evaluation Methods/Materials	23	36
Observation of Other High School Programs	17	42
Student Teaching	16	43
Curriculum	9	50

Question # 3 When asked to designate by title the individuals to whom they would go for assistance or approval in various areas of activity, the teachers responded as shown in Table II. Teachers could select more than one individual as a source of approval or assistance for an activity.

Table II

Persons From Whom Special Education Teachers Seek Approval or Assistance

	Number of Times Selected					
Teacher Activity	Dept Head	Dir or Supvsr	Curric Resource Consult.	Prin	Asst Prin	Other Tchrs
Ordering Supplies	11	46	1	22	6	1
Obtaining Released Time	4	31	0	57	10	0
Disciplining a Student	2	2	0	22	57	1
Developing Instructional Methods/Strategies	5	24	12	15	5	19

These data indicates that lines of communication and administrative responsibility differ considerably among the various high school special education programs. Of the above teacher activities, only "disciplining a student" shows consistency among the teachers in whether they seek assistance or approval from general education administration (principal or assistant principal) or special education administration.

Question # 9 In response to the question, "Does your educational program include a specific plan designed to promote students' personal growth,

social-emotional development or mental health?" 56 (64%) replied no and 31 (36%) replied yes. The 31 yes responses were categorized into three subsections:

1) 17 respondents did not describe their specific program.
2) 8 responded with too vague or generalized descriptions to be called specific.
3) 6 described or named their programs as follows: Token Economy, T Groups, Onset Program, Family Living Program, A Secondary Curriculum Guide for Personal Adjustment, A Handbook of Personal Growth Activities for the Classroom.

Question # 10 This question addressed the presence of specific strategies within a district regarding issues related to mainstreaming. Responses to this item are summarized in Table III.

Table III

Specific Strategies Implemented by Local Districts Relative to Mainstreaming Issues

Strategies	Special Education Teacher Responses (N=87)	
	Implemented	Not Implemented
Methods to monitor mainstreamed students	48	39
Grading system modified for mainstreamed students	23	64
Teacher preparation to receive mainstreamed student	21	66
Criteria the student must meet prior to mainstreaming	19	68

Teacher responses documented in Table III suggest that many districts/buildings have not developed systematic procedures for the initial placement and ongoing support of mainstreamed students.

Question # 11 When asked, "Does your district have a written description of the goals/objectives for your program?" 42 (48%) special education teachers replied yes and 45 (52%) replied no.

Question # 12 When asked to judge the effectiveness of their program in meeting written goals/objectives, the special education teachers responded as follows:

Not applicable (no goals/objectives)	45	(52%)
Very effective	14	(16%)
Moderately effective	21	(24%)
Somewhat effective	6	(7%)
Not effective at all	0	(0%)
No response	1	(1%)

Question # 13 Forty-four (51%) special education teachers report they do not have a teacher aide, while 43 (49%) have teacher aides. The 43 having a teacher aide reported a mean of 4.8 hours per day that the aide was available.

Question # 14 Nine (10%) special education teachers reported having a volunteer aide available for a mean of 1.5 hours per day. Seventy-eight (90%) reported not having a volunteer aide.

Question # 15 The courses for which the highest numbers of special education teachers reported being responsible for curriculum content and awarding course credit are shown in Table IV.

Table IV

Courses Taught for Credit
By Special Education Teachers (N=87)

Course	Number of Teachers	Course	Number of Teachers
Math	60	Science	22
English	46	U.S. History	21
Government	30	History	17
Social Studies	28	Reading	15

Special education teachers reported 41 other courses (see Appendix B) they teach for course credit, each of which is taught by less than 10 teachers. The courses included a wide variety of classes such as Algebra, Biology, Accounting, Shop classes and Cooking.

Seventy-one special education teachers reported having responsibility for curriculum content and awarding course credit for at least one course. They reported responsibility for a range from 1 to 10 courses with a mean of 4.8. Nine special education teachers reported that they functioned exclusively to assist students in regular classes. The seven remaining special education teachers either felt this item was not applicable to their situation or they did not respond to the item.

Question # 16 Special education teachers were asked to report the time they spend in various professional activities during a typical day. Their responses are summarized in Table V.

Table V

Average Time Reported by Special Education Teachers To Perform Professional Activities in a Typical Day

Activity	Number of Teachers Responding	Average Time Reported
Teaching special education students	86	4 hrs 7 min
Preparing lesson plans, grading papers, writing objectives, other paperwork	83	1 hr 17 min
Working beyond contracted school hours	81	56 min
Consulting with regular education teachers	84	49 min
Contacting parents by phone, person interview or letters	82	32 min
Assisting in regular education classrooms	85	17 min
	Total Time	7 hrs 58 min

Question # 17 Special education teachers were asked to report the time they spend on an annual basis in "atypical" activities. Their responses are summarized in Table VI. All 87 teachers responded to this item.

Table VI

Average Days Reported by Special Education Teachers
To Perform "Atypical" Professional Activities During a School Year

Activity	Average Days Reported (6 hours = 1 day)
IEPC meetings (all types, include preparation time, but not evaluation time)	10.0
Meetings (building team, instructional team, other non-IEPC meetings)	9.5
Student evaluation (standarized testing of student in special education for progress evaluation)	8.3
Student class scheduling	7.2
Student evaluation (pre-referral or pre-placement)	5.5
Parent conferences (not IEPC)	3.9
Teacher inservice	3.0

Small numbers of teachers also reported time spent in other miscellaneous activities such as home calls and vocational placement coordination.

Question # 18 Table VII summarizes the average time special education teachers reported spending in various activities for a single student's IEPC. This item was felt to be not applicable or impossible to complete accurately by some of the special education teachers. Respondents ranged from 69 to 72 for the various IEPC activities.

Table VII

Average Time Special Education Teachers Spend on an IEPC

Activity	Average Time Reported
Screening of pre-referral students (include testing, observation, parent and teacher contacts, etc.)	2 hrs 48 min
Evaluating student after referral for suspected handicap	2 hrs 7 min
Communicating with parents, teachers, students and support personnel (includes letters, phone calls and interviews, etc.)	1 hr 50 min
Developing goals and objectives	1 hr 12 min
Meeting with multidisciplinary evaluation team	1 hr 5 min
Meeting with IEPC	57 min
Total Time	9 hrs 59 min

Question # 19 Special education teachers were asked to report the number of students they serviced in each of the major special education categories and also to indicate the average number of hours the students were in the special education room each day. Table VIII reports their responses.

Table VIII

Distribution of Students by Impairment Category
and Hours Per Day Spent in the Special Education Room

Hours Per Day in Spec. Ed.	Impairment Category				All Categories Combined
	Learning Disabled	Emotionally Impaired	Educable Mentally Impaired	Other	
0	145	39	4	7	195 = 13%
1	466	178	65	34	743 = 50%
2	131	63	52	15	261 = 17%
3	51	39	30	11	131 = 8%
4	12	12	16	13	53 = 3%
5	57	6	7	25	95 = 6%
Total	862 (58%)	337 (22%)	174 (11%)	105 (7%)	1478

The 87 teachers report servicing a total of 1,478 students, an average of 17.0 pupils per teacher. In each impairment category, one hour was the most frequently reported time spent daily in special education.

Question # 20 Teachers were asked what they considered to be an ideal number of students on their caseload, considering both cost-effectiveness and quality of education. The range of responses was from 5 to 30, with a mean of 17.2. The teachers' judgment regarding an ideal caseload yielded an average almost identical to their actual caseload (17.0) indicated in their responses to *Question 19*.

Question # 21 Teachers were asked to rate various program modifications relative to their potential influence on teaching more effectively. Rating categories were: 1) very helpful, 2) moderately helpful, 3) somewhat helpful, and 4) not necessary. Table IX shows the mean ratings assigned to the modifications, arranged in descending order from modifications rated most helpful to least helpful.

Table IX

Special Education Teacher Ratings of the Helpfulness of Various Program Modifications to Improve Teacher Effectiveness

Modification Being Rated	Average Rating
Increase vocational training opportunities	1.4
Reduce paperwork mandated by legal requirements or administration	1.7
Increase work/study opportunities	1.9
Increase availability of teaching materials	2.1
Increase involvement of social worker	2.4
Increase in teacher aides	2.5
More time for consultation with regular education	2.5
Increase inservice training	2.6
Increase involvement of psychologist	2.7
Improve physical facilities (room size, furniture, location, etc.)	2.7

Question # 22 Teachers were asked if they would join a county-wide professional association of high school special education professionals. Fifty-six percent indicated they would join if they received released time for meetings, 33% would join "even if I had to meet on my own time," while 11% indicated they were not interested in joining such an association.

General Education Teacher's Questionnaire

The General Education Teacher's Questionnaire was distributed to 215 general education high school teachers. One hundred and three questionnaires were completed and returned, a return rate of 47%.

The following results were obtained from the responses of 103 general education high school teachers. The results are numbered to correspond with question numbers on the questionnaire.

Question # 1 The 103 teachers who returned the questionnaire reported a total of 690 special education students mainstreamed into their classrooms, an average of 6.7 per teacher. Twelve of the teachers reported no special education students in their classrooms.

Of the 91 teachers who had special education students mainstreamed into their classrooms, 82 teachers reported that they had not participated in placement meetings for any of the special education students. Nine teachers attended placement (IEPC) meetings for 59 (9%) of the mainstreamed students.

Question # 2 General education teachers were asked to list some reasons why they might oppose the "mainstreaming" of a special education student in their classroom. They could list multiple reasons. Some teachers felt they lacked the necessary experience to respond to the item. Responses were read and categorized by the authors of this research report. Table X summarizes the responses.

Table X

Reasons Why General Education Teachers
Might Oppose Mainstreaming in Their Classroom

Category	Number of Teachers
Requires too much teacher time (paperwork, meetings, lesson plans, preparation time)	53
Special education student lacks the skills necessary to succeed in the class	21
Disruptive behavior	18
General education teacher feels a lack of training to deal with special education student	18
Lack of information about student and/or lack of support provided by special education personnel or administration	16
Lowers class standards, slows class progress	15
Too many special education students already in class	15
Lack of materials	8
Increase in class size	8

Question # 3 When asked if they were receiving adequate supportive services from special education for students mainstreamed into their classes, 48 (47%) teachers responded yes, 42 (40%) responded no and 13 (13%) indicated that this item was not applicable to their situation (most of the 13 had no mainstreamed students). Teachers who did not feel they received adequate supportive services from special education were asked to comment on what type of supportive services would be helpful. Table XI summarizes their responses as categorized by the authors.

Table XI

Supportive Services for Mainstreamed Students
Suggested by General Education Teachers
Who Reported Not Receiving Adequate Supportive Services

Supportive Service	Number of Teachers
Increase consultation with special education staff	12
More information about student provided by special education staff prior to mainstreaming	11
Provide an instructional aide	9
Inservice training (management techniques, materials)	7

Question # 4 General education teachers were asked to estimate the extra time they used each day in preparation, instruction, evaluation and other educational procedures to accommodate the special education students in their classroom. There were 91 teachers who have special education students in their classroom. They reported a mean of 18.3 minutes of extra time used

to accommodate mainstreamed students. Thirty-one (34%) of the 91 teachers reported that they used no extra time to accommodate mainstreamed students.

Question # 5 Table XIII documents the areas in which the general education teachers indicated they had received inservice training related to special education.

Table XII

Areas of Special Education Inservice Training
Received by General Education Teachers

Area of Inservice Training	Number of Teachers
No inservice training related to special education	54
Individualizing materials and/or instruction	31
Developing instructional objectives	27
Special education rules and regulations	25
Mainstreaming techniques	22
Classroom management techniques	18

Question # 6 When asked if they would be interested in attending inservice training sessions related to special education, 52 (51%) teachers responded yes, 46 (45%) no, and 5 (5%) felt the item was not applicable to their situation. Table XIII shows the topics of interest indicated by the 52 teachers expressing an interest in inservice training. Suggested topics were categorized by the authors.

Table XIII

Inservice Topics Suggested by General Education Teachers

Topics	Number of Teachers
Individualized Instruction	22
Mainstreaming Techniques	18
Classroom Management	17
Special Education Rules and Regulations	13
Developing Goals and Objectives	7

Question # 7 Teachers were asked if they felt that mainstreaming special education students into their classroom was of benefit to the special education students' educational and social development. Table XIV summarizes their responses to this question.

Table XIV

General Education Teacher Perception of Educational and Social Benefits for Mainstreamed Students

	Yes	No	Not Applicable
Educationally Beneficial	59	28	16
Socially Beneficial	69	18	16

Teachers were invited to add comments regarding their perception of whether mainstreaming was educationally and/or socially beneficial to students. Two positive effects of mainstreaming were perceived by teachers:

1) It results in special education students being perceived as "normal" by others and themselves (mentioned by 12 teachers).

2) It improves the self-confidence of special education students (mentioned by 7 teachers).

Three negative effects of mainstreaming were perceived by teachers:

1) Special education students experienced social rejection in the regular classroom (mentioned by 7 teachers),

2) special education students lack the basic academic skills to succeed in the regular classroom (mentioned by 8 teachers), and

3) special education students require too much teacher time (mentioned by 5 teachers).

Question # 8 Teachers were asked what effect mainstreamed students had on the quality of instruction they were able to provide for all their students. Table XV summarizes their responses to this item:

Table XV

General Education Teacher Perception of the Effect of Mainstreaming on Quality of Instruction in Their Classroom

Perceived Effect on Instruction	Number of Teachers
Very positive effect	1
Positive effect	13
No effect	55
Negative effect	30
Very negative effect	4

Teachers cited two main reasons why they felt mainstreaming had a negative effect on the quality of instruction:

1) Instructional time taken away from regular students (mentioned by 10 teachers), and
2) special education students lack the basic academic skills necessary to succeed (mentioned by 8 teachers).

General education teachers (as previously reported) were almost evenly divided in their perception of whether they received adequate supportive services from special education for students mainstreamed into their classes. In viewing this result, the authors of the report speculated that general education teachers who felt they were receiving adequate supportive services might have different perceptions of mainstreaming than teachers who felt they were not receiving adequate supportive services. To assess this hypothesis, responses to Question # 3 (adequacy of supportive services) were compared with responses to Questions # 7 and 8 (perceptions of mainstreaming). A chi-square analysis was employed to evaluate for the presence of statistically significant relationships among these item responses.

Table XVI shows the joint distribution of teacher responses to items 3 and 7 (a). Teachers who responded "not applicable" to either question were excluded from Table XVI.

Table XVI

Chi-Square Table for Questions 3 and 7 (a)

Mainstreaming Viewed As Educationally Beneficial	Special Education Support Seen as Adequate: Yes	Special Education Support Seen as Adequate: No
Yes	35	19
No	8	15

The chi-square for Table XVI is 5.91, indicating a statistically significant relationship between the variables (chi-square for .05 level with one degree of freedom is 3.84). As shown in Table XVI, the trend is for teachers who feel special education support is adequate to view mainstreaming as educationally beneficial in a higher proportion than teachers who do not feel support is adequate.

Table XVII shows the joint distribution of teacher responses to Questions 3 and 7 (b). Teachers who responded "not applicable" to either question were excluded from Table XVII.

Table XVII

Chi-Square Table for Questions 3 and 7 (b)

Mainstreaming Viewed As Socially Beneficial	Special Education Support Seen as Adequate: Yes	Special Education Support Seen as Adequate: No
Yes	40	20
No	4	13

The chi-square for Table XVII is 10.07, indicating a statistically significant relationship between the variables (chi-square for .05 level with one degree of freedom is 3.84). Table XVII documents a clear trend of teachers who feel special education support is adequate to view mainstreaming as socially beneficial in a much higher proportion than teachers who do not feel support is adequate.

Table XVIII shows the joint distribution of teacher responses to Questions 3 and 8. Teachers who responded "not applicable" to either question were excluded from Table XVIII.

Table XVIII

Chi-Square Table for Questions 3 and 8

Effect of Mainstreaming on the Quality of Instruction	Special Education Support Seen as Adequate: Yes	No
Very Positive Effect	0	1
Positive Effect	9	4
No Effect	27	18
Negative Effect	13	15
Very Negative Effect	0	3

The chi-square for Table XVIII is 7.21, indicating no statistically significant relationship between the variables (chi-square for .05 level with four degrees of freedom is 9.49). Inspection of the results shown in Table XVIII indicates a general trend for teachers who feel special education support is adequate to be more positive about the effects of mainstreaming on the quality of instruction. However, this trend was not strong enough to reach statistical significance.

Administrator's Questionnaire

The Administrator's Questionnaire was distributed to every director and supervisor of special education, every high school principal and every assistant high school principal in the 28 local districts of the Oakland Schools ISD. Rates of return for these groups were: directors and supervisors 16 of 39 (41%), building principals 22 of 43 (51%), and assistant principals 47 of 76 (61%).

The following results were obtained from responses to the Administrator's Questionnaire. The results are numbered to correspond with question numbers on the questionnaire.

Question # 1 This question identified the person as a director or supervisor, building principal or assistant principal.

Question # 2 Administrators were asked to rate the degree of responsibility they assume in various areas related to high school special education programs. Table XIX shows the perceptions of each administrative group regarding the responsibilities they assume.

Table XIX

Administrators Perception of Their Responsibilities
Related to Special Education Programs

Area of Responsibility	Administrative Group	Number of Administrators Indicating Designated Degree of Responsibility			
		Minimum (1)	(2)	(3)	Maximum (4)
Student discipline	Directors & Supervisors	14	1	1	0
	Principals	8	9	4	1
	Assistant Principals	1	5	11	30
Teacher assignments (transfer, hiring etc.)	Directors & Supervisors	0	2	4	10
	Principals	4	4	3	11
	Assistant Principals	26	10	11	0
Developing program goals and objectives	Directors & Supervisors	1	0	11	4
	Principals	4	10	5	3
	Assistant Principals	18	18	10	1
Ordering educational supplies and equipment	Directors & Supervisors	4	1	6	5
	Principals	7	5	7	3
	Assistant Principals	27	12	5	3
Development of building special education curriculum	Directors & Supervisors	0	5	7	4
	Principals	8	7	7	0
	Assistant Principals	19	18	9	1
Tenure evaluation of itinerant special education staff	Directors & Supervisors	0	0	6	10
	Principals	1	4	3	14
	Assistant Principals	23	15	6	3
Tenure evaluation of classroom special education staff	Directors & Supervisors	3	4	4	5
	Principals	1	4	3	14
	Assistant Principals	13	11	14	9
Special education graduation requirements	Directors & Supervisors	1	1	7	7
	Principals	2	3	11	6
	Assistant Principals	22	9	11	5
Monitoring for compliance with special education rules and regulations	Directors & Supervisors	0	0	0	16
	Principals	6	7	6	3
	Assistant Principals	22	14	6	5

Question # 3 Administrators were asked to estimate the number of hours per year they spend on two activities related to special education that usually require large blocks of time on an irregular basis throughout the year. Table XX presents the average hours per year each group estimated they devoted to these activities.

Table XX

Average Hours Per Year Devoted to Special Education Activities by Administrators

Activity	Administrative Group	Average Hours Per Year
Attending IEPC's for high school students	Directors & Supervisors	41.4
	Principals	22.9
	Assistant Principals	36.0
Special education administrative activities related to high school programs (Ex: budget, scheduling, state reports)	Directors & Supervisors	39.1
	Principals	18.2
	Assistant Principals	19.9

Question # 4 Administrators were asked to estimate the number of minutes per week they devote to various activities related to special education that usually occur on a regular basis. Table XXI reports the time estimates for these activities by each administrative group.

Table XXI

Average Minutes Per Week Devoted to Special Education Activities by Administrators

Activity	Administrative Group	Average Minutes Per Week
Interacting with counselors or high school teaching staff regarding special education issues (in person, by phone or in writing)	Directors & Supervisors	58
	Principals	60
	Assistant Principals	72
Interacting with high school special education teaching staff (in person, by phone or in writing)	Directors & Supervisors	68
	Principals	53
	Assistant Principals	68
Interacting with high school special education students (in person, by phone or in writing	Directors & Supervisors	11
	Principals	43
	Assistant Principals	112
Interacting with parents of high school special education students (in person, by phone or in writing)	Directors & Supervisors	39
	Principals	26
	Assistant Principals	44
Interacting with special education support staff, such as psychologists or social workers, regarding matters related to high school special education	Directors & Supervisors	122
	Principals	40
	Assistant Principals	74
Total Minutes Per Week In The Above Activities	Directors & Supervisors	298
	Principals	222
	Assistant Principals	370

Question # 5 Administrators were asked if their district had a written description of high school special education programs which includes

statements of goals and objectives. Table XXII shows the responses of the three groups to this item.

Table XXII

Written Goals and Objectives
For High School Special Education Programs
As Reported by Administrators

	Written Goals/Objectives			
	Yes	No	In Process	No Response
Directors & Supervisors	4	3	8	1
Principals	13	5	2	2
Assistant Principals	32	5	3	7

The directors and supervisors have the lowest percentage of yes respondents. While only 4 of 16 (25%) of the directors and supervisors responded yes, 32 of 47 (68%) of the assistant principals responded yes.

Question # 6 Table XXIII summarizes the administrator's opinions regarding whether they are being adequately informed regarding Special Education Rules and Regulations.

Table XXIII

Adequacy of Information Received
Regarding Special Education Rules and Regulations
As Perceived by Administrators

	Adequate	Not Adequate	No Response
Directors & Supervisors	15	0	1
Principals	18	1	3
Assistant Principals	40	4	3

Question # 7 Administrators were asked to rank various inservice topics according to their needs as administrators. Analysis of the responses indicated that the three groups did not indicate significant differences in their perception of the importance of various topics; therefore, the responses were combined across all three groups. Table XXIV shows the responses of administrators regarding their perceptions of inservice topics.

Table XXIV

Administrator's Rankings of Inservice Topics According to Their Needs

Inservice Topic	Highest Need 1	2	3	4	Lowest Need 5
Special Education Rules & Regulations	17	10	7	6	17
Suspension and Exclusion Procedures	13	10	13	12	9
Rights of School Personnel, Parents and Students Related to Special Education	14	20	13	8	3
Behavior Management Techniques	14	7	12	13	11
Mainstreaming Procedures	11	14	14	9	9

Special Education Student's Questionnaire

The Special Education Student's Questionnaire was completed by conducting personal interviews with special education students. Forty-eight students (six from each of eight different programs) were interviewed. Thirty-two males and 16 females were in the sample. Grade level distribution was: ninth grade (9), tenth grade (19), eleventh grade (12), and

twelfth grade (8). The distribution of special categories was: Learning Disabled (27), Educable Mentally Impaired (11), and Emotionally Impaired (10). The students reported a mean of 3.54 class hours in regular education programs.

The following results were obtained from student responses to questionnaire items. The results are numbered to correspond with question numbers on the questionnaire.

Question # 1 When asked if they had ever been invited to attend an IEPC meeting, 17 students responded yes, while 31 said no. Fourteen students reported that they had attended their own IEPC. All 14 indicated that being at the meeting was helpful and that they had a chance to say things at the meeting.

Question # 2 Students were asked if regular classroom teachers had understood some of their learning problems and done extra things to help them. Thirty-four responded yes to this item, while 14 responded no. Teachers giving them extra time and help was the most frequently mentioned form of teacher assistance.

Question # 3 When asked what subjects had been the most difficult in high school, the students mentioned the following classes most frequently: English (12), Mathematics (10), Science (10), History (5), and Social Studies (4). When asked why these subjects were the most difficult, the most frequent response (8 students) was that the students lacked the reading skills necessary to perform well in the class.

Question # 4 Students were asked whether certain kinds of extra help or changes in the school program were present in their educational program. Seventeen of the students reported they used a textbook different from the regular textbook in at least one class. Twenty-eight students reported that they were allowed to take examinations in a modified manner. Many of the students who reported no modification in examination procedures indicated that the procedures could have been modified if they felt it was necessary. Eight of the 48 students reported that their school day was shortened. Fifteen of the students reported that they used extra learning aids in their classes. Use of a tape recorder was the most frequently mentioned extra learning aid.

Question # 5 All 48 students felt that they had enough opportunity and sufficient time for individual help from the resource room teacher.

Question # 6 Twenty-six of the students reported receiving homework from regular classroom teachers. Three students reported receiving homework from the special education teacher.

Question # 7 Ten students indicated that being in a special education program had created problems with other students. Thirty-eight students reported no problems of this nature. Of the 10 students who reported problems, 6 were certified as Educable Mentally Impaired. Since the total sample included only 11 Educable Mentally Impaired youngsters, it appears that a higher proportion of this group is likely to encounter such problems than students certified in other categories.

Question # 8 Students were asked to report the best things about being in the special education program. Their responses to this item were grouped into categories by the authors. The most frequent responses were: "receive extra help with school work" (25), "teachers are understanding" (8), "improves academic skills" (7), and "individualized instruction" (5).

Question # 9 Students were asked to report the worst things about being in the special education program. Their responses to this item were grouped into categories by the authors. The most frequent responses were: "don't like the other kids in the room" (4), "class too easy, no challenging work" (3).

Question # 10 Few students made suggestions when asked for ideas to improve the special education program. The suggestions that were made were primarily for physical improvements such as a larger room and more comfortable chairs.

IMPLICATIONS

Based on the authors' interpretations of the data obtained in this study, the following implications were derived. These implications are presented as ideas to stimulate program modifications by policy and decision makers:

1. Training in high school teaching for special education teachers assigned to high school positions should be increased (see Question # 7, page 9).
2. Systematic procedures for the initial placement and ongoing support of mainstreamed students should be developed and implemented in all districts (see Question # 10, page 11). The intermediate district could assist in this process by becoming a central depository to collect, organize and disseminate strategies found most effective by various local districts.
3. Written goals and objectives for secondary special education programs should be available in each district. There is a need to either develop such a document in each district or to inform all relevant staff if the document is available (see Questions # 11 & 12, page 12, and Question # 5, page 31).
4. High school special education teachers report teaching 49 different classes for course credit (see Question # 15, page 13). The authors express professional concern regarding the educational philosophy implied by this finding. It is our hypothesis

that direct teaching of many different courses is a response by teachers to immediate needs rather than a planned program based on research findings or educational principles. Alternative models for the delivery of services need to be examined and evaluated for possible implementation.

5. High school special education programs should strive to provide adequate vocational training opportunities for students and a minimum in required teacher paperwork (see Question # 21, page 18).
6. Eighty-nine percent of high school special education teachers reported an interest in a county-wide professional association (see Question # 22, page 19). It is felt that the intermediate district could provide leadership in the initial organization of this professional group.
7. General education teachers perceived that their colleagues might oppose receiving mainstreamed students primarily because it would require too much additional teacher time to accommodate mainstreamed students (see Question # 2, page 20). This suggests a role for special education teachers in facilitating the acceptance of mainstreamed students. By developing systematic methods and procedures to minimize the extra time required to accommodate a mainstreamed student, special education teachers could alleviate this concern. This finding also suggests that those people responsible for delivering inservice programs related to mainstreaming focus more attention on the issue of time involvement required by the general education teacher.

8. The data in this study indicates that the quality of supportive services for general education teachers are a key factor related to general education teachers' perceptions of the educational and social benefits of mainstreaming (see Table XVI, page 26, and Table XVII, page 26). Other data (Question # 3, page 21) indicates that general education teachers who do not feel they are receiving adequate supportive services desire increased consultation with special education staff. These findings suggest that special education staff be aware that their consultation with general education teachers appears to be a significant factor related to the acceptance of mainstreaming.
9. Whenever feasible, high school special education students should be invited to attend their own IEPC (see Question # 1, page 34). Among the students interviewed in this study, all 14 who attended their own IEPC indicated that being at the meeting was helpful to them.

These implications were derived from responses to direct questions included in this research. In addition to this quantitative information, the authors had some opportunity to form qualitative impressions during their contacts with administrators, teachers and students. We were impressed by the professional involvement, interest and concern for students demonstrated by the administrators and teachers with whom we interacted. We are hopeful that this research effort will serve some role in assisting these professionals as they continue to develop the programs and services they provide to students.

The students we interviewed frequently volunteered information about their attitudes and feelings toward their school program that went beyond specific questions they were asked. An overwhelming majority of the students expressed positive feelings about their involvement in high school special education programs. We heard many students make comments such as, "I never would have had a chance to graduate without the help of my resource room teacher."

References

Maher, C.A. and Kratochwill, T.R. Principles and procedures of program evaluation: an overview. *School Psychology Monograph*, 1980, 4, 1-24.

Jordan, J.B. (Ed.) *Exceptional students in secondary schools. A report from the CEC invisible college on learning and behavioral problems of handicapped students in secondary school programs.* Reston, Virginia, Council for Exceptional Children, 1973.

APPENDIX A

SPECIAL EDUCATION TEACHERS QUESTIONNAIRE

1. Age: _____

2. Sex: __ M __ F

3. Certification Category(s): EI __ LD __ EMI __ Other (specify) _____

4. T/C Certification: Yes __ No __

5. Do you service more than one building. No __ Yes __ If yes, how many? _____

   Comments _____

6. How many years experience do you have?
   a. Special Education high school program _____
   b. Total years teaching experience _____

7. Do you have regular secondary certification? Yes __ No __ If no, did you receive any training, inservice, formal courses, etc. in the following areas prior to your appointment to the high school program?

Preparation for HIGH SCHOOL teaching	Yes	No
a. Curriculum	____	____
b. Student teaching	____	____
c. Classroom/group management techniques	____	____
d. Student/individual management techniques	____	____
e. Special education instructional materials	____	____
f. Academic evaluation methods/materials	____	____
g. Observation of other high school programs	____	____
h. Tutoring or remedial techniques	____	____
i. Other _____	____	____

   Comments _____

8. On the spaces provided below, please indicate by title the individual to whom you would go for assistance or approval of your activities in the following areas:

	Title
a. Ordering supplies	_____
b. Obtaining released time	_____
c. Disciplining a student	_____
d. Developing instructional methods/strategies	_____

   Comments _____

   _____

9. Does your educational program include a specific plan designed to promote students' personal growth, social-emotional development or "mental health"?

   No __ Yes __ If you think your program in this area is effective and could be duplicated elsewhere, please briefly describe your program below.

   _____

   _____

   _____

   _____

10. Does your building or district have <u>specific strategies</u> regarding the following issues related to mainstreaming?

	Yes	No
a. Criteria the student must meet prior to mainstreaming	_____	_____
b. Methods to monitor mainstreamed students	_____	_____
c. Grading system modified for mainstreamed students	_____	_____
d. Teacher preparation to receive mainstreamed student	_____	_____

   Comments _____

11. Does your district have a written description of the goals/objectives for your program? Yes __ No __ Comment _____

    _____

12. In your opinion, how effective is your program in meeting the written goals/objectives?

    __ N/A (No goals/objectives)
    __ Very effective
    __ Moderately effective
    __ Somewhat effective
    __ Not effective at all

13. Do you have a teacher aide? No __ Yes __ If yes, how many hours per day? ____

14. Do you have a volunteer aide? No __ Yes __ If yes, how many hours per day? ____

15. List the different courses (such as History, Math, Science, etc.) for which you are responsible for curriculum content and awarding course credit.

    _____ _____ _____

    _____ _____ _____

    _____ _____ _____

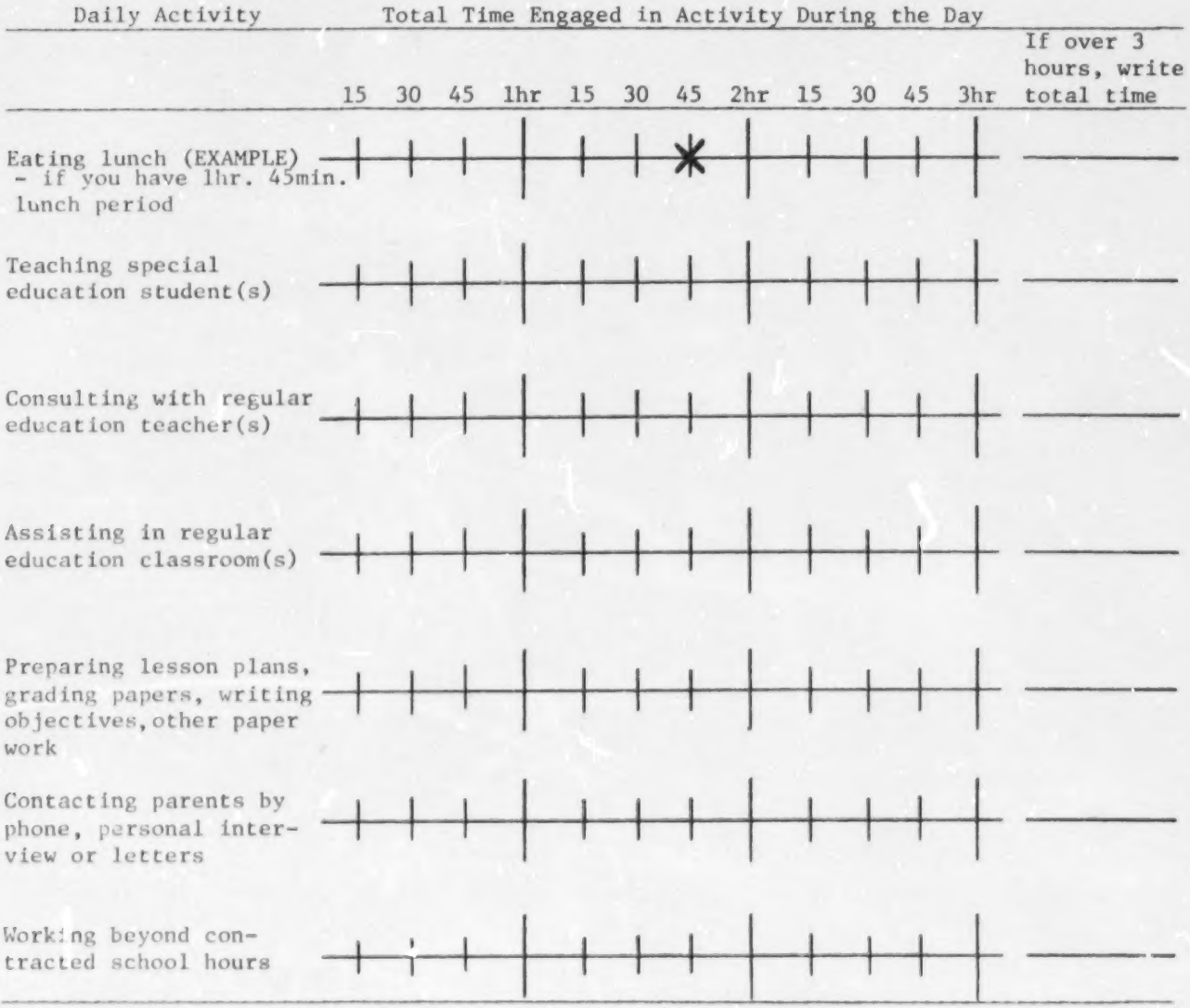
    _____ _____ _____

16. Below is a chart showing some daily activities you probably perform on a regular basis. Please mark with an "X" your best estimate of the average amount of time you devote to each activity on a typical day.

Note that we have excluded activities <u>not</u> usually done during a typical teaching day. Those "atypical" activities are listed in the chart on the next page.

"Typical" Teaching Day

(Exclude time devoted to activities such as: student scheduling, parent conferences, IEPC prep, inservice. See next chart for these activities).


Daily Activity
Total Time Engaged in Activity During the Day
15 30 45 1hr 15 30 45 2hr 15 30 45 3hr
If over 3 hours, write total time
Eating lunch (EXAMPLE) - if you have 1hr. 45min. lunch period
a) Teaching special education student(s)
b) Consulting with regular education teacher(s)
c) Assisting in regular education classroom(s)
d) Preparing lesson plans, grading papers, writing objectives, other paper work
e) Contacting parents by phone, personal interview or letters
f) Working beyond contracted school hours
Comments

17. "Atypical" Activities Chart

(activities not usually performed on a daily basis)

Activity	Number of days (6-hour day) devoted to activity during the school year
a. Student class scheduling	
b. Parent conferences (not IEPC)	
c. Teacher inservice	
d. IEPC meetings (all types, include preparation time, but not evaluation time)	
e. Student evaluation (standardized testing of student in special education for progress evaluation).	
f. Student evaluation (pre-referral or pre-placement)	
g. Meetings--building team, instructional team, other non-IEPC meetings	
h. Other (please specify) _____	

18. Estimate the average time you must spend on the following components of one student's initial IEPC.

	Estimated Time
a. Screening of pre-referral students (include testing, observation, parent and teacher contacts, etc.)	
b. Evaluating student after referral for suspected handicap	
c. Meeting with multidisciplinary evaluation team	
d. Communicating with parents, teachers, students and support personnel (includes letters, phone calls and interviews, etc.)	
e. Meeting with IEPC	
f. Developing goals and objectives	
g. Other (specify) _____	

19. In the chart below, indicate the average hours per day each student on your caseload is in your room. For example, if you service 3 EI students who are in your room 2 hours per day, enter a 3 in the box under EI and across from 2. For students whose time in your room varies from day to day, estimate a daily average. If you work in a team setting, respond only for students on your caseload.

Average hours per day in your room	Number of students in your caseload in various disability categories who are in your room for the indicated hours			
	LD	EI	EMI	Other
0				
1				
2				
3				
4				
5				
6				
7				
Total				
	equals all LD students on your caseload	equals all EI students on your caseload	equals all EMI students on your caseload	equals all Other students on your caseload

20. In your professional judgment, considering both cost-effectiveness and delivering a quality education, how many students would be an ideal number on your caseload? _____

21. What changes could help you teach (reach program goals/objectives) more effectively? Rate the desirability of the following items.

1-very helpful 2-moderately helpful 3-somewhat helpful 4-not necessary

____ a. Increase availability of teaching materials
____ b. More time for consultation with regular education
____ c. Increase in teacher aides
____ d. Increase inservice training (please write topic you feel would be helpful) _____
____ e. Reduce paperwork mandated by legal requirements or administration
____ f. Increase involvement of psychologist
____ g. Increase involvement of social worker
____ h. Improve physical facilities (room size, furniture, location, etc.)
____ i. Increase work/study opportunities
____ j. Increase vocational training opportunities

Comments _____

22. Would you join a county-wide professional association of high school special education professionals?

___ Yes, if released time for meetings
___ Yes, even if I had to meet on my own time
___ Not interested

23. Add below any suggestions, concerns or comments you feel would be helpful that were not considered in the questionnaire.

GENERAL EDUCATORS' QUESTIONNAIRE

1. General education teachers sometimes participate in the decision to place a special education student in their classroom. Please indicate the total number of special education students "mainstreamed" in your classes. Also indicate the special education students in your classes for whom you attended the placement decision meeting (IEPC).

   a. Total number of special education students _____

   b. Number of special education students for whom you participated in placement meeting. _____

2. Based on your professional experience, what are some of the reasons why general education teachers might oppose the "mainstreaming" of a special education student in their classroom?

   _____

   _____

   _____

   _____

3. Do you feel you are receiving adequate supportive services from special education for students "mainstreamed" into your classes? Yes __ No __

   If no, what type of services do you feel would be helpful? _____

   _____

   _____

4. Please estimate the extra time you must spend per day in preparation, instruction, evaluation or other educational procedures to accommodate all the special education students in your classes throughout the day.

   a. Minutes per day _____ Comments _____

   _____

   _____

5. Indicate the areas in which you have received inservice training related to special education.

   a. Special education rules and regulations _____

   b. Mainstreaming techniques _____

   c. Classroom management techniques _____

   d. Individualizing materials and/or instruction _____

   e. Developing instructional objectives _____

   f. None _____

   g. Other, describe _____

6. Would you be interested in attending inservice training sessions related to special education? Yes __ No __

   If yes, list below topics of interest to you.

   _____ _____

   _____ _____

   _____ _____

7. Do you feel that mainstreaming special education students into your classroom is of benefit to the special education student's educational and social development?

   a. Yes __ No __ Educationally beneficial

   b. Yes __ No __ Socially beneficial

   Comments _____

   _____

8. How does having mainstreamed students in your classes affect the quality of instruction you are able to provide for all students?

   a. Very positive effect _____ d. Negative effect _____

   b. Positive effect _____ e. Very negative effect _____

   c. No effect _____

   Comments _____

   _____

ADMINISTRATOR'S QUESTIONNAIRE

1. Check the title that describes your administrative position.

__ Director of special education

__ Supervisor of special education

__ Building principal

__ Assistant principal

2. Rate the degree of administrative responsibility you assume in the following areas related to high school special education programs.

	minimum (1)	(2)	(3)	maximum (4)
a. Student discipline	___	___	___	___
b. Teacher assignments (transfer, hiring, etc.)	___	___	___	___
c. Developing program goals and objectives	___	___	___	___
d. Ordering educational supplies and equipment	___	___	___	___
e. Development of building special education curriculum	___	___	___	___
f. Tenure evaluation of itinerant special education staff	___	___	___	___
g. Tenure evaluation of classroom special education staff	___	___	___	___
h. Special education graduation requirements	___	___	___	___
i. Monitoring for compliance with special education rules and regulations	___	___	___	___

Comments _____

_____

_____

_____

3. Some of your activities related to high school special education services may require large amounts of time although these activities do not occur on a weekly basis. We have identified two such activities and would like you to estimate the number of hours you spend in these activities on an annual basis. The next question (4) will enable you to record time involvement in activities that generally occur on a more regular basis.

Nature of Activity	Hours per Year
a. Attending IEPCs for high school students	_____
b. Special education administrative activities related to high school programs. Examples include budget preparation, state reports, and student scheduling.	_____

4. Estimate the number of minutes per week you devote to the following activities in relation to high school special education programs, students or services. Note that item 3 was reported as hours per year, but item 4 is to be reported as minutes per week.

Nature of Activity	Minutes per Week
a. Interacting with counselors or high school general education teaching staff regarding special education issues (in person, by phone or in writing)	_____
b. Interacting with high school special education teaching staff (in person, by phone or in writing)	_____
c. Interacting with high school special education students (in person, by phone or in writing)	_____
d. Interacting with parents of high school special education students (in person, by phone or in writing)	_____
e. Interacting with special education support staff, such as psychologists or social workers, regarding matters related to high school special education	_____
f. Other, specify _____	_____

_____

5. Does your district have a written description of high school special education programs which includes statements of goals and objectives?

   Yes __ No __ In process of development __

   If yes, please attach and return with this questionnaire.

6. Are you being adequately informed regarding Special Education Rules and Regulations? Yes __ No __

   Comments _____

   _____

7. Rank the following inservice topics according to your needs as an administrator. Assign the rank of 1 to the topic you would most want to learn more about and rank the others as 2, 3, etc.

   a. Special education rules and regulations ____

   b. Suspension and exclusion procedures ____

   c. Rights of school personnel, parents and students related to special education ____

   d. Behavior management techniques ____

   e. Mainstreaming procedures ____

   f. Other, specify _____ ____

8. Please describe any methods, procedures or innovations you have implemented which have improved the functioning of high school special education programs in your district. Use the back of this sheet for writing space if necessary. If you feel that your methods could be helpful to other districts please forward any prepared materials you may have that describe the program.

STUDENT INTERVIEW FORM

After introducing yourself to the student, indicate that you would like the student to answer some questions that could help to improve high school special education services. Inform the student that their involvement is voluntary and that he or she may decline to participate or refuse to answer any specific question. Inform the student that their responses will be kept confidential. No record will be made of the student's name, and no school personnel will see any individual's responses.

Basic Data:

__ Male __ Female How long in special education? _____

Current Grade: _____ Certified As: _____

Class Load: _____ _____

_____ _____

_____ _____

_____ _____

Questions to be answered by the student:

1. Were you ever invited to attend an IEPC meeting (describe if necessary) to discuss your special education program? Yes __ No __

   a) Did you attend such a meeting? Yes __ No __

   b) Did you have a chance to say things at the meeting? _____

   _____

   c) Were your questions answered at the meeting? _____

   _____

   d) Was being at the meeting helpful to you? _____

   _____

2. Have the teachers in your regular classes understood some of your learning problems and done extra things to help you? No __ Yes __ If yes, ask for more information.

   _____

   _____

3. What subjects have been the most difficult for you in high school? Why?

_____

_____

_____

4. I am interested in knowing the kinds of extra help or changes in the school program that are done for students in the resource room (or other appropriate term) here at (name of school).

a) Do you use a textbook that is different from the regular textbook in any classes? No __ Yes __, what classes?

_____

_____

b) Do you take exams and tests just like the other students or are you allowed to take some tests in a different way?

Like others __ Different __ If different, how? _____

_____

c) Do you have any special arrangements regarding where you sit in your classes? No __ Yes __, explain.

_____

_____

d) Is your school day shorter than a full day or are any of your classes for a shortened period? No __ Yes __, explain.

_____

_____

e) Do you use any extra learning aids in your classes such as tape recorders, extra materials, workbooks or other equipment that other students do not use? No __ Yes __, explain.

_____

_____

5. Do you feel that you have enough opportunities and sufficient time for individual help from the resource room teacher? Yes __ No __, explain.

_____

_____

Days Per Week

6. Are you given homework assignments? Regular education _____

Special education _____

Are you able to do your homework by yourself or do you usually need help? If the student needs help, who provides the help?

Regular education homework _____

_____

Special education homework _____

_____

7. Has being in a special education program created any problems for you with the other students? No __ Yes __, describe.

_____

_____

_____

_____

8. What are the best things about being in the special education program?

_____

_____

_____

_____

9. What are the worst things about being in the special education program?

_____

_____

_____

_____

10. Do you have anything to tell me that you think might make the special education program better?

_____

_____

_____

_____

APPENDIX B

60	Math	2	Economics (Voc)
46	English (Voc)	2	English Lit
30	Government	2	Short Stories
28	Social Studies	2	Typing
22	Science	2	Speech
21	History (U.S.)	2	Vocational Education
17	History	2	Personal Adjustment
15	Reading	1	Accounting
8	Algebra	1	Clothing
7	Study Skills	1	Current Events
7	Workstudy (Pre-Voc)	1	Food Skills
5	History (World)	1	Sex Education
5	Workstudy	1	Shop (Metal)
4	Health	1	Shop (Wood)
4	Biology	1	Family Living
4	Drivers Education	1	Sign Language
4	Workstudy (Voc)	1	Global Studies
4	Language Arts	1	Perceptual Trng.
3	Communication	1	Work Adjustment
3	Consumer Education	1	English Comp.
3	Geography	1	B. Mod.
3	Literature	1	Crafts
3	Workstudy (Employment)	1	Cooking
3	Writing	1	Life Science
2	Daily Living		